

Computing

How Do Computers Work?

- * Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
- * Recognise common uses of information technology beyond school.
- * Use logical reasoning to predict the behaviour of simple programs.

How Do We Write On Computers?

- * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Can You Make A Robot Move?

- * Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
- * Create and debug simple programs.
- * Recognise common uses of information technology beyond school.
- * Use logical reasoning to predict the behaviour of simple programs.

How Can You Make Your Text Look Amazing?

- * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Can You Make A Sprite Move?

- * Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
- * Create and debug simple programs.
- * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- * Use logical reasoning to predict the behaviour of simple programs.

Online Safety (taught throughout the year)

- * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Design Technology

How could we build a fairy tale house?

- * Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- * Select from and use a wide range of materials and components, including construction materials.
- * Evaluate their ideas and products against design criteria.
- * Build structures, exploring how they can be made stronger, stiffer and more stable.

How could we make a fairground ride?

- * Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

Year 1



Curriculum

Science

Which animals and plants would The Gruffalo find in our school grounds?

- * Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- * Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- * Identify and describe the basic structure of a variety of common flowering plants, including trees.

What Materials Should we Use to Build a Fairy Tale Home?

- * Distinguish between an object and the material from which it is made.
- * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- * Describe the simple physical properties of a variety of everyday materials.
- * Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Why does it get darker earlier in winter?

- * Observe changes across 4 seasons.
- * Observe/describe weather associated with seasons and how day length varies.

Why are humans not like tigers?

- * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Working scientifically: these skills are covered throughout the year:

- * Asking simple questions and recognising that they can be answered in different ways.
- * Gathering and recording data to help in answering questions.
- * Observing closely, using simple equipment.
- * Performing simple tests.
- * Identifying and classifying.
- * Using their observations and ideas to suggest answers to questions.

Faith and Ethics

Who is a Christian and what do they believe?

- * Be able to recount stories about some significant religious figures.
- * Learn from the stories and experiences of religious leaders.
- * Learn how key beliefs affect the ways people choose to behave.
- * Show an awareness that different people belong to different religions.
- * Understand the importance of religions to believers.
- How and why do we celebrate special times?
- * Make links between religious festivals and occasions they celebrate.
- * Suggest meaning for some of the symbols and stories used in the celebration of festivals.

How do we show we care for others?

- * Describe what religions say about caring for people.
- * Identify ways in which people demonstrate that they care for others.
- * Reflect on the opportunities they have to show they care for others.
- What makes some places special?
- * Understand what makes places of worship significant for religious believers.
- * Identify how people worship and what they use to help them.
- * Talk about their ideas about special places.

PSHE

Can I recognise that choices have consequences?

- * Recognise how decisions will make them feel.

How are our families different and the same?

- * Recognise how their behaviour affects other people.

Who Can Keep Me Safe Online?

- * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

How Do We Look After Our School Resources?

- * Know that money comes from different sources and can be used for different purposes.
- * Know how to contribute to the life of the classroom.

How Do I Keep Clean?

- * Understand the importance of and how to maintain personal hygiene.

What are the school rules? - Transition into Year 2

Geography

What's The Best Hiding Place In Our School?

- * Use simple fieldwork and observational skills to study the geography of their school and its grounds; the key human and physical features of its surrounding environment.
- * Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
- * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.

Do We Have To Put Our Coats On When We Go Outside To Play?

- * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Why Do We Love To Be Beside The Seaside?

- * Geographical similarities and differences of the human and physical geography of a small area of the U.K.
- * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.

Through all 3 terms:

- * Use seasonal and daily weather patterns in the U.K.
- * Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- * Use simple fieldwork and observational skills.

Physical Education

Gymnastics

- * Perform dances using simple movement patterns.
- * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Dance

- * Perform dances using simple movement patterns.
- * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Games

- * Participate in team games, developing simple tactics for attacking and defending.
- * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Outdoor

- * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Athletics

- * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Art

What Will Our Wallpaper Look Like? (Printing)

- * Use a range of materials creatively to design and make products.
- * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- * Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

What Will Our Underwater World Look Like?

- * Use a range of materials creatively to design and make products.
- * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- * Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1



Curriculum

History

How did people travel around in the past??

- * Learn about changes within living memory.

What were Grandma and Grandad's Holidays Like When They Were Little??

- * Learn about changes within living memory.

Music

Structure

- * Recognise beginning, middle & end in a song/piece of music.
- * Recognise where the melody/lyrics are repeated e.g. chorus.
- * Recognise rhyming words at the ends of phrases throughout the song.
- * Use actions to consolidate learning of phrases/structure of the song.

Tempo

- * Copy/move to/maintain actions with different tempi (fast/slow).
- * Respond appropriately to start/stop signals.
- * Use body percussion to demonstrate different tempi.
- * Tap/play a range of tempi playing unpitched /pitched percussion instruments.

Texture

- * Take part in echo and response games recognising when to participate and when to listen.
- * Recognise when it is the leader's turn and when everyone/the individual plays/sings.
- * Make the same sounds/sing the same melody altogether at the same time (unison).

Timbre

- * Listen, explore & identify different vocal sounds: squeaky, cowboy, witch, ogre etc.
- * Explore & recognise different body sounds: taps, claps, clicks.

Pitch

- * Distinguish between the speaking, chanting & singing voice.
- * Take turns using echo and response and being the singing leader.
- * Begin to internalise short melodic phrases.
- * Distinguish between high and low sounds.

Pulse

- * Copy/move to/maintain an action to a steady beat.
- * Respond appropriately to start/stop signals.
- * Use body percussion to keep a steady beat.
- * Tap/play a steady beat using unpitched /pitched percussion instruments.

Duration

- * Begin to recognise long/short patterns.
- * Sing/play long/short sounds.
- * Repeat short rhythmic phrases/patterns.

Dynamics

- * Identify & respond to loud/quiet through singing games.
- * Be silent.
- * Repeat and create loud/quiet body/vocal/ instrumental sounds.